



Health and Personal Life Skills 8



Student Support Guide



Distance
Learning

Alberta
EDUCATION

SEP 14 1992
CANADIAN

Health and Personal Life Skills 8

STUDENT SUPPORT GUIDE



NOTE TO THE PARENT OR GUARDIAN

This Health and Personal Life Skills 8 Student Support Guide contains answers to questions in the accompanying Module Booklets. It should be kept secure by the parent or guardian if the student is under 16 years of age. Younger students should not have access to this Guide except under supervision.

This Student Support Guide does not contain the answers to the accompanying Assignment Booklets. The Assignment Booklets will be graded by the student's distance education teacher.

This document is intended for	
Students	
Teachers (Health and Personal Life Skills 8)	
Administrators	
Parents	✓
General Public	
Other	

Health and Personal Life Skills 8
Student Support Guide
Modules 1-6
Alberta Distance Learning Centre
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Foreword

Welcome to distance learning. You have chosen an alternate form of learning that allows your student greater freedom in some ways than traditional classroom learning. It also requires discipline and motivation for your student to carry on without someone standing behind and pushing as a classroom teacher often does. For junior high students distance learning is generally more effective if there is a learning facilitator. A parent or guardian of a student studying at home can be this person. As the learning facilitator, you will have to help motivate and discipline your distance learning student.

This guide has been developed to assist you. It begins by familiarizing you with the process of learning at a distance. You will learn what is expected of a learning facilitator, how the course is set up, and how to help your student complete the course successfully. The remainder of this guide contains guidance and answers to the activities your student is expected to do. Begin by reading the introductory material in this guide.

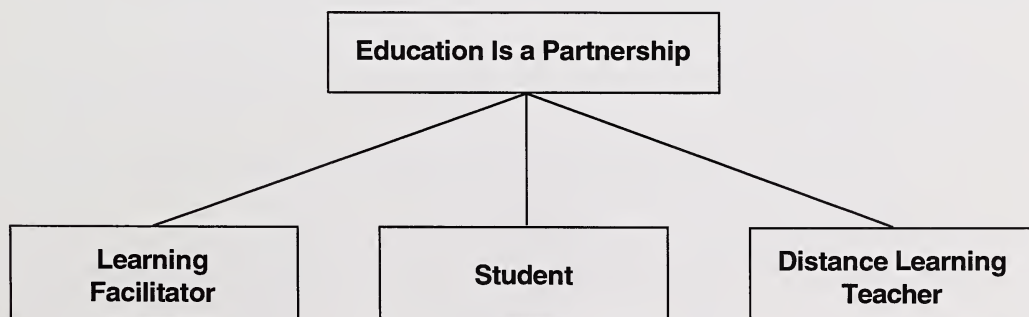
Distance Learning

The Role of the Learning Facilitator

As the learning facilitator, you have a key role in determining the success your student has taking this course. Students need encouragement and the confidence of knowing that the course is important to their future.

You are expected to perform the following duties:

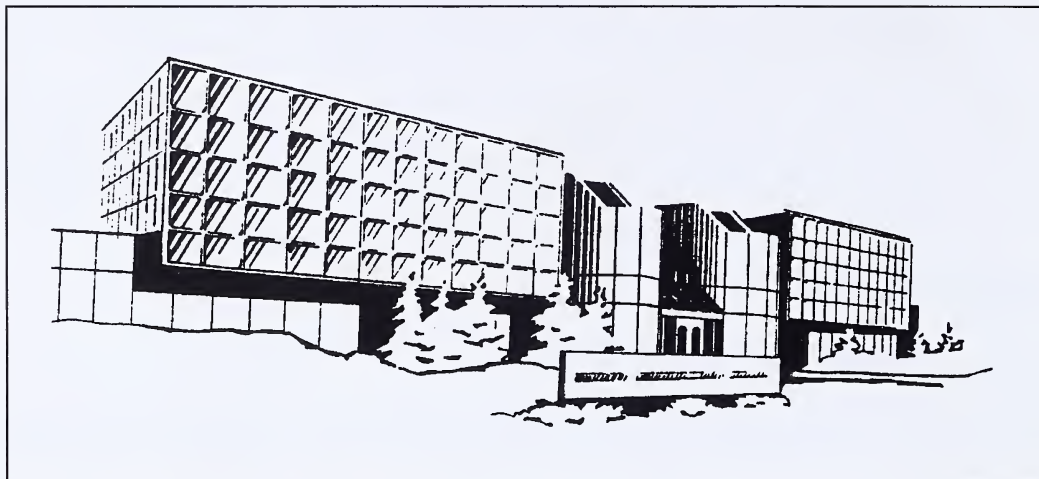
- Be the contact person with the Alberta Distance Learning Centre.
- Ensure the student has a suitable study area.
- Ensure the safe handling of media.
- Ensure the student establishes a timetable.
- Supervise the student's completion of modules.
- Monitor the student's progress.
- Provide the student with encouragement.
- Check the student's work or supervise the student's checking of the activities.
- Supervise the submission of assignments.



The Alberta Distance Learning Centre

The Alberta Distance Learning Centre helps those who want to learn at a distance.

The Alberta Distance Learning Centre



The Alberta Distance Learning Centre is a branch of Alberta Education. It helps educate approximately 40 000 students a year from all parts of Alberta, the rest of Canada, and all over the world. Not all of these students study on their own. Some students use distance learning courses to work at their own pace but work in schools or institutions under the guidance of a learning facilitator. The Alberta Distance Learning Centre provides materials for grades 1 to 9, the core subjects in high school, as well as many option courses. All courses follow Alberta curriculum guidelines.

The building, located in Barrhead, Alberta, is about 6 500 m². Barrhead is located 120 km northwest of Edmonton. It contains a modern printing and typography unit, an instructional design unit, a teaching unit, a shipping and mailing unit with its own postal code, and a student services unit. The staff numbers about 200. Some teaching staff work in their homes on a contract basis.

How the Assignments Are Processed



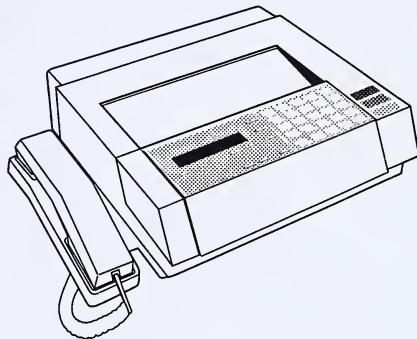
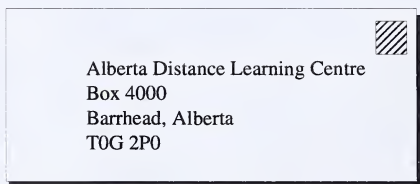
1. Your student's assignments are received at the Mailing Department and sent to the Recording Department.
2. At the Recording Department materials are separated and labels are checked to see that they are correct. Assignments are sorted into elementary, junior high, and senior high subject areas.
3. A code is entered into the computer to show that the assignments have been received.
4. Depending on the teacher to whom the student is assigned, the student's assignments come to the in-house teachers at the Alberta Distance Learning Centre or go to the contract teachers who work at home.
5. Corrected assignments are returned to the Recording Department. The marks are entered into the computer.
6. The assignments are put into envelopes and mailed back to the students.

It is important to label your materials carefully so that they are not lost in the masses of paper that are sent to the school.

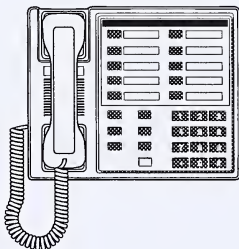
How to Make Contact

As the learning facilitator, one of your important roles is to be the contact person with the Alberta Distance Learning Centre. Staff members at the Alberta Distance Learning Centre may need to contact you from time to time. Also, it may be necessary for you to contact us. If you need help or information, you may contact the Alberta Distance Learning Centre in one of four ways.

1. You may write a letter to be mailed or faxed. The fax number is 674-6588.

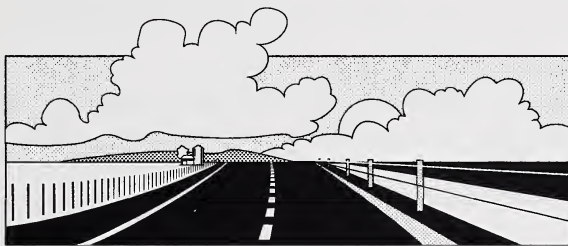


2. You may call the Alberta Distance Learning Centre.



- If you live in the Barrhead area, call 674-5333.
- If you live in other parts of Alberta, you may phone using the Government RITE System. Dial the number of the RITE Operator under your local Government of Alberta listings and ask for the Alberta Distance Learning Centre (674-5333).
- If you live in an area of Alberta not serviced by the RITE System, dial 1-800-565-7483; then ask for the Alberta Distance Learning Centre.

3. Come to visit the Alberta Distance Learning Centre in Barrhead (120 km northwest of Edmonton). Office hours are 8:15 a.m. to 4:30 p.m., Monday to Friday, except on statutory holidays. Phone ahead if you wish to see a particular person.



4. Contact the Edmonton Study Centre. If you live in Edmonton, you may contact the Edmonton Study Centre for information, some supplies, and as a drop-off point for assignments. The hours are 8:15 a.m. to 4:30 p.m., Monday to Friday.

Edmonton Study Centre
9th Floor
Harley Court
10045-111 Street
Edmonton, Alberta
Telephone: 427-2766

When you are concerned about course content, ask for a specific teacher or a particular department. When you are concerned about registrations, testing, or accounts, ask for Student Services.



Student



Student



Teacher



Student Services



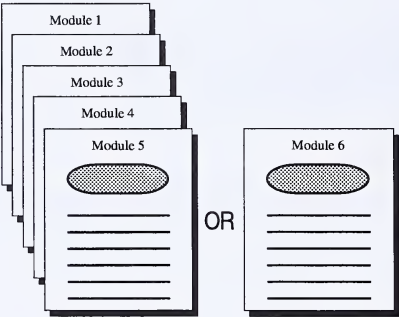
Registrations

All About Health and Personal Life Skills 8

How the Course Is Designed

This new learning package involves many other components in addition to the student support guide.

Modules



The print components involve booklets called modules.

The structure of the modules in Health and Personal Life Skills 8 follows a systematic design. Each module begins with a table of contents, a module overview, and an evaluation statement.

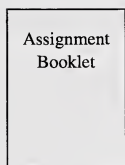
The body of the module is made up of closely related sections. The number of sections will vary from module to module, but each section contains student activities that develop strategies, knowledge, and skills centred around a theme.

At times the student and the learning facilitator are allowed to choose the activity that best suits the student’s needs and interests. Other activities are optional. This flexibility caters to each student’s personal situation.

The module summary focuses on the main ideas that the student has learned. This is an important part of the module because it discusses how all the ideas in the sections are related.

Contents
Overview Evaluation
Section 1 Activity 1 Activity 2 etc.
Section 2 Activity 1 Activity 2 etc.
Section 3 Activity 1 Activity 2 etc.
Section 4 Activity 1 Activity 2 etc.
Module Summary

Assignment Booklets



Accompanying each module is an assignment booklet. The student's mark for each module will be determined by how well they do the assignments in the assignment booklet. If they are having difficulties, they should go back and review the appropriate section in the module booklet. Students are directed to the assignment booklet while working through the module booklet. The assignments usually follow several activities in the module booklet.

There are a number of assignments in the assignment booklet. The total of these assignments is 100 marks.

When the student has completed the assignment booklet, it should be promptly sent for corrections to the Alberta Distance Learning Centre. The assignment booklets have been designed for classroom use, for faxing, and for mailing. **If the booklets are not being mailed, you should remove the outside cover.** While you are waiting for feedback from the teacher, you are encouraged to have the student start the next module.

Media



VIDEOCASSETTE



COURSE
AUDIOCASSETTE
(providing general
teacher guidance)

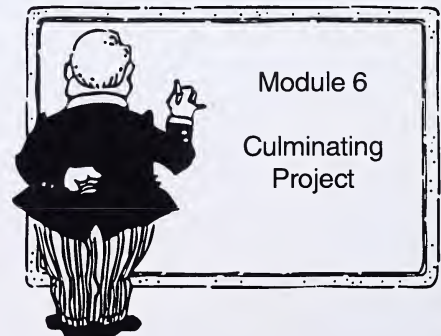
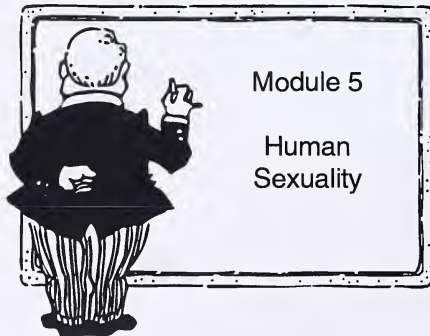
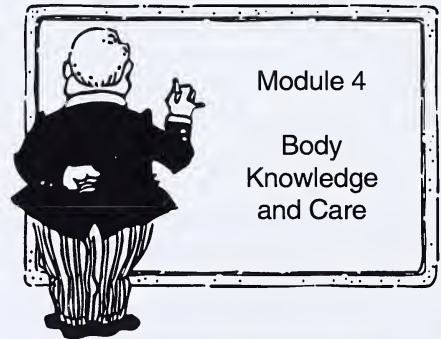
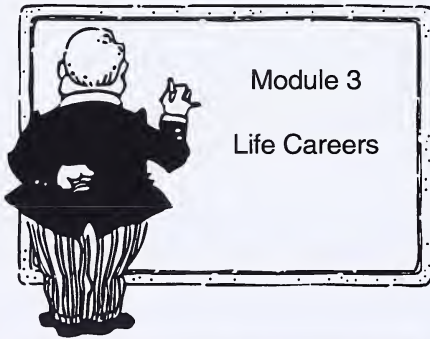
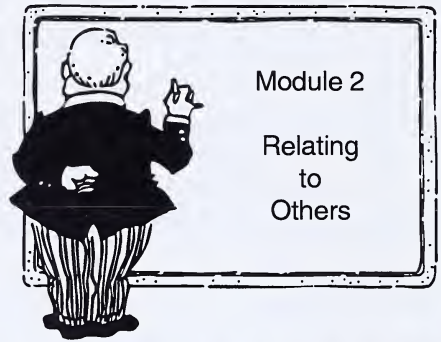
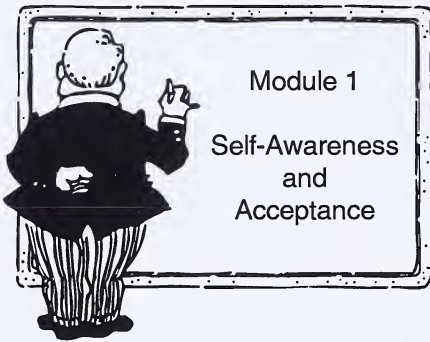
The package also includes references to media. Some types of media such as computer disks and laser videodiscs are optional; however, there are activities that contain media use that is mandatory.

A special audiocassette features a teacher guiding the student through the course. The appearance of the teacher icon reminds students that there is this additional help available.

A Description of Health and Personal Life Skills 8

Health and Personal Life Skills 8 is aimed at helping the student live effectively in today's society. It introduces the student to lifelong skills including knowledge, attitudes, and behaviours. These skills will enable him or her to assume the responsibility for healthy living and to balance his or her moral, intellectual, social, and physical self.

Since healthy lifestyles depend on the student's ability to make positive decisions, the course places much emphasis on decision making. The decision-making process enables the student to cope positively with our fast-paced and rapidly changing world. The student is made aware of how his or her values, the values of his or her family and community, peer pressure, and advertising influence his or her decision making.



Symbols and Terms Used in This Course

Symbols

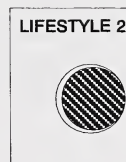
Health and Personal Life Skills 8 has a number of symbols in the margins. These symbols are used throughout the course.



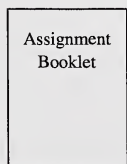
VIDEOCASSETTE



AUDIOCASSETTE



TEXTBOOK FOR
MODULES 1 TO 4



ASSIGNMENT
BOOKLET



TEXTBOOK FOR
MODULE 5

Be sure that you and the student become familiar with these symbols.

Terms

When new terms or concepts are introduced in the course, it is important that the student understands that the terms are new and that they should read carefully to fully understand what the terms mean. The course has been designed so that new terms or concepts are given special attention. They are **defined** and **explained** within the sentence or paragraph. The meaning may be provided at the bottom of the page or in a note in the margin. Also check the beginning of the appendix in each module booklet. Sometimes a special glossary is included. As you supervise, make sure the student knows what the new term and concepts are and what they mean.

Course Materials

Materials

Materials Supplied	Materials Required	Optional Materials
Courseware <ul style="list-style-type: none">• Student Support Guide (1)• Module Booklets (5)• Assignment Booklets (5) Media <ul style="list-style-type: none">• audiocassettes	<ul style="list-style-type: none">• textbook For Modules 1 to 4: <i>Lifestyle 2</i> For Module 5 (optional): <i>Growing through Knowing – Issues in Sexuality, Book 2</i> Media <ul style="list-style-type: none">• cassette recorder Required videos cited in the course can be obtained by completing the Loan Application Form located in the <i>ADLC Handbook for Elementary and Junior High Students</i> or in your registration package. It is important that you order these videos as soon as possible.	 Media <ul style="list-style-type: none">• VCR (VHS) Optional videocassettes or laser videodiscs used in the course may be available from the Learning Resources Distributing Centre or ACCESS Network. You may also wish to call your regional library service for more information.
	Other Books <ul style="list-style-type: none">• dictionary	

When you receive your course materials, you should take time to look carefully at what you received. **Take note that your entire course may not be sent at one time.** If you received the wrong course or your course is defective in any way, notify the Student Services Department of the Alberta Distance Learning Centre immediately.

Handling the Courseware

Courses may involve audiocassettes and/or videocassettes. Whether the material is loaned or purchased, it is important to take care of these items. Scratches, dirt, grease, extreme temperatures, or magnetic fields such as those in electric motors will damage them.

Evaluation

Evaluation is important to the development of every learner. There are two kinds of evaluation used in the course: informal and formal. As the learning facilitator you will take part in the informal evaluation.

Informal Evaluation

The course contains two types of activities. In the module booklets there are learning activities that include basic practice and questions that help guide the students to a better understanding. It is important that these activities are corrected as soon as possible so the students get immediate feedback to confirm and clarify their understanding before they go on.

In a classroom these types of activities would be corrected by the teacher or by the students as they are completed. In distance learning courses at the high-school level, the answers for these activities are included in the appendix of each module booklet so that the students can mark the activities themselves. **At the elementary and junior-high level, correcting the activities and discussing the results is one of the most important duties of the learning facilitator.**

When the student has completed an activity, you should skim over it before correcting to be sure the student has spent enough time and effort on the activity.

When checking a student's work, first focus on the work the student has done correctly and then comment on the student's effort. Then, if necessary, spend time clearing up any misunderstandings.

Following are a few suggestions that have proved to be constructive ways of handling errors. First, stop to consider why there are errors. Ask yourself the following questions:

- Is the student repeatedly making the same mistakes or do the errors appear to be random?
- Do the errors appear to be the result of carelessness?

If the student is repeatedly making the same mistakes, you may need to read through that section and explain in your words what the main ideas are.

If the error is random and doesn't have a serious impact, then it may be ignored.

If the error appears to be careless, you may need to

- check to see if the student understands the directions
- relate the activity where the error occurred to some meaningful aspect of the student's life
- discuss the information with the student
- have the student slow down
- give the student a rest

Always instruct the student to correct incorrect answers. The module booklet becomes an important reference when doing the assignments, and it is essential that it is accurate.

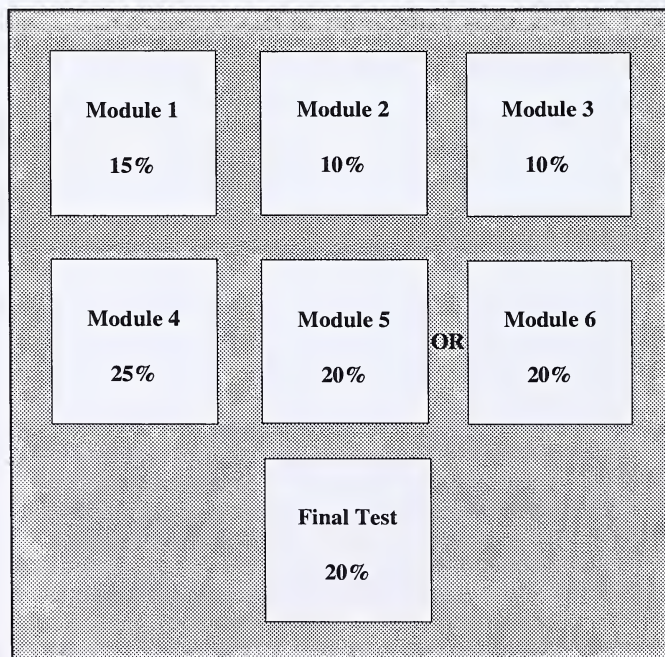
Remember, it is very important that students not only learn from their corrections, but that they also realize that making mistakes is a normal part of learning.

You may decide to let the student correct some of the activities after you have ensured that the student has spent enough time and effort on the activity. Make sure that you see the activity with its corrections before letting the student go any further in the module booklet.

It is of little value to students if you do their work. How many items are incorrect is not the most important thing, but how the mistakes are handled. Sometimes it is easier when you're guiding the student to put in the answers, but it does not help the student learn the concept. Activities with examples have been included with the student modules to provide guidance for the students.

Formal Evaluation

Formal evaluation is based on the assignments in the assignment booklets that are marked by a distance learning teacher. There is an assignment booklet for each module in the course. The assignments are based on the work the student has completed in the module. The student may refer to the module booklet while completing the assignments. The following chart shows the percentage of the final course mark assigned to each module. The final mark is determined by how well the student does on all the modules.



Module Evaluation

Each module submitted to the distance learning teacher is evaluated on the basis of the student's demonstrated understanding of the concepts taught in that module, completeness of work, neatness, and legibility. A letter grading is then assigned which follows the scale of percentage or performance equivalencies shown next.

A	80% – 100%	Outstanding
B	65% – 79%	Good
C	50% – 64%	Satisfactory
D	40% – 49%	Needs Improvement
F	0% – 39%	Unsatisfactory
I	Incomplete	Follow the distance learning teacher's directions and return the entire module in order to receive a grading.
R	Repeat	

Final Mark

Health and Personal Life Skills 8, being a core subject in junior high, requires the writing of a final test that must be supervised by a responsible adult. (See the *Handbook for Elementary and Junior High Students* for details.) This supervised test must be written before the student's registration expires. The test will not be returned to the student. In order to receive a passing grade in Health and Personal Life Skills 8, the student must score a "D" or better on the final test and have an overall standing of "C" or better for the entire course.

The final mark is determined by how well the student does on all the modules and the final test. The test makes up 20% of the student's mark. The other 80% is based on course work, as evaluated by the student's distance learning teacher. If a student is dissatisfied with a mark, an appeal test may be requested. Such a request must be made by the student within thirty days of receipt of the result statement.

Report Cards

Report cards are mailed twice a year – in October and in February – to all nonschool students under sixteen years of age. The principal or superintendent is also sent a copy of the report card. This card shows the number of modules completed in the course, the average grading per module, and the final mark received for the completed course.

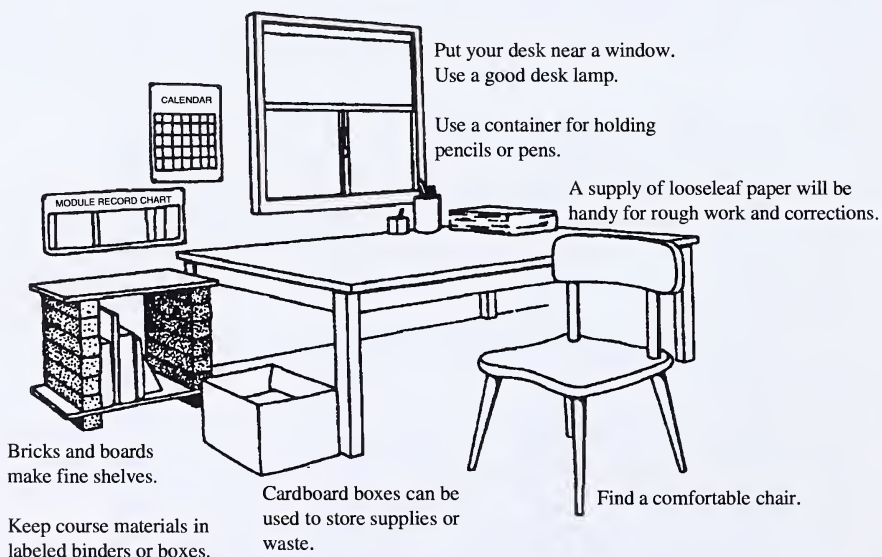
Starting Out Right

Proper planning, organization, and good study habits will help your student to succeed in academic studies. This section of the guide will give you and your student some idea of how to use time efficiently so that the student can achieve predetermined goals. If you are new to distance learning, both you and the student will probably benefit from the tips on time management and study habits in this section.

Setting Up Shop

Probably one of the best ways to ensure success in distance learning is to establish a study corner. This is a quiet, well-lit area where the student can leave books, papers, and supplies. It should be an area where there are no distractions – telephone, radio, television, or people engaged in other activities. Find the best place for studying in your home. A comfortable chair and sufficient work space (table or desk) are essential. All necessary supplies, tools, materials, and books must be gathered. The work area could contain exercise equipment like barbells or even an exercise bike. When your student begins to feel sluggish, encourage a ten minute exercise break.

The following diagram may be helpful for organizing your study area.



Students should keep these things in their work area:

pens	atlas	extra paper	writing portfolio	return envelopes
pencils	eraser	thesaurus	library books	module materials
glue	dictionary	timetable	pencil crayons	ADLC phone number

An efficient student work place will help learning.

Time Management

There are so many demands on people's time nowadays that a real effort must be made to organize work and activities. This organization or planning is called time management.

With distance learning, it is a necessity that the student plans a schedule. Your duty is to ensure that the student does some advance planning. Check the final plans to see if they are realistic.



Only you and the student know exactly how much time is available for completing a course. It does not matter too much what time of day the student does course work; this varies with the individual's situation. Distance education is flexible. To decide exactly how much time the student must take for studies, the student must set priorities. Together you must decide exactly when you wish to have the course completed. You must take into account time worked away from home, time needed for chores, and time needed for recreation and relaxation when you make this estimate.



Make a Weekly Plan

Discuss with your student the importance of weekly planning.

People who write for a living always have deadlines to meet. They cannot wait for inspiration. They discipline themselves to sit down and write for a number of hours every day. Whether they like it or not, they stick to a schedule. This determines success.

Work with your student to

- keep track of what your student usually does in a typical week
- plan the studies your student can do in a typical week
- keep a list of what your student must do each day and cross off each study task as it is completed
- find your student's own best time to study
- set deadlines and stick to them
- not dwell on failures and get back on schedule

Have the student fill in a weekly timetable.

Sample Weekly Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Begin when the student usually wakes up.							
↓							
Write in every hour.							
↓							
End when the student usually goes to bed.							

The student should keep track of every major activity. It is not wise to plan to use 100% of the student's time. Allow for possible interruptions and jobs taking longer than planned.

Make a Monthly Plan

The next step is planning a monthly schedule with your student. The student should block off the days that are not available for studying



- Count the days that are available between the start of the course and the desired finishing date.
- Allow time for review.
- Count the number of sections or modules that must be completed within this time.
- Estimate how many days are available to complete each section and each module.
- Make a monthly plan similar to the one shown here.

Sample Monthly Timetable

September						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Total Work Days Available for Study: <input type="text"/>						
Goal: <input type="text"/>						

Make a Course Plan

When you both have an idea of how much time is available every day, week, and month, look at a plan for completing the course(s) that the student is studying. Modify these plans as circumstances change. Be flexible, but don't procrastinate. Experience has shown that a planned approach to module completion is far better than the hit-and-miss method of completing modules now and then, as you feel like it.

Sample Course Timetable

Course Name _____		Planned Completion Date _____		
Starting Date _____		Actual Completion Date _____		
Module	Planned Completion Date	Actual Completion Date	Date Mailed	Date Returned

The student needs determination and perseverance to continue working independently. The student also needs your positive support and interest to keep motivated.

Supervising the Completion of Modules

Try to ensure that the student is following the established timetable as closely as possible and that the target dates for module completions are being met. If, for some reason, the student misses time from studying, the student should spend additional time during the evenings or weekends in order to complete the course(s) within the desired time limits.

When the student has completed the learning activities, you should allow the student to do the assignment. Afterwards you should go over the assignment to ensure the student has spent enough time on the assignment. When the assignment is done satisfactorily, submit the assignment.

Basic Study Tips

Planning and good study habits will help the student to succeed in distance learning. Here is a short list of important tips to discuss with the student.

- Work together to make a course plan and weekly timetable. Follow them as closely as you can.
- Remember that mornings are usually better for concentration. Learning styles may vary from student to student.
- Check to see that all necessary materials and supplies are close by before starting work.
- Have the student take relaxation or exercise breaks between study periods.
- Be sure that the student completes all activities carefully and reviews corrections before moving to other assignments.
- Ensure that the student understands and follows directions carefully when completing activities. If the student is unclear about what to do, the student should then start by rereading the directions. If there are still problems, the student should discuss the activity with the learning facilitator. Sometimes reviewing the previous activities is helpful.
- Ensure that written responses are the student's own work.
- Encourage the student to switch subjects or activities before they become stale. If the student is working regularly and truly concentrating, one or two hours on one subject should be enough at one sitting.
- Have the student be sure that writing is neat, legible, and complete.
- Encourage students to discuss their reading and writing with you.

Procedures

How to Send in Your Assignment Booklets

Assignment booklets, along with any other requested materials, should be submitted to the Alberta Distance Learning Centre as soon as possible after the completion of each module in order to obtain speedy, regular evaluation and feedback. The student can proceed with the next module while waiting for the return of the assignment booklet.

Please ensure that your student's file number is on all assignments, tapes, and disks sent to the Alberta Distance Learning Centre.

Report any change of address immediately. If a change is not reported, it is impossible for the school to forward information, letters, or test applications.

Mailing

The student is required to pay the postage on everything sent or returned to the Alberta Distance Learning Centre. To speed up handling, first-class postage is recommended on all assignments submitted.

The student is expected to perform assigned work and to correspond with teachers and administrative staff in an appropriate manner. The Alberta Distance Learning Centre reserves the right to cancel, without refund, the course of any student whose conduct is unbecoming.

Do not enclose letters concerning fees, guidance, additional courses, final tests, or general inquiries with assignments. Send these by separate mail to speed their handling and to avoid being misplaced.

Dropping Off Your Assignment Booklets

You may drop off assignments at the Edmonton Study Centre or in Barrhead at the Alberta Distance Learning Centre.

Faxing Your Assignments

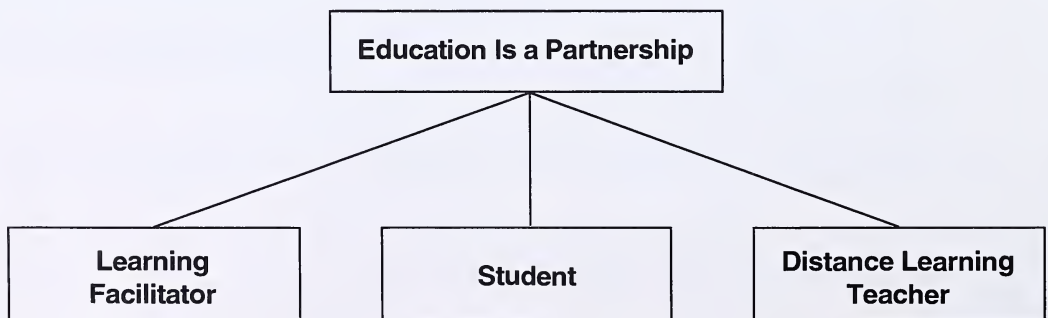
Check to see that all response pages have been completed as directed. Costs for faxing assignments to the Alberta Distance Learning Centre are the responsibility of the student.

What to Do with Returned Assignment Booklets

Review returned assignments carefully with the student, noting the marks, teacher's corrections, and comments. The teacher may suggest that the student make certain choices of activities in future modules to help practise needed skills. The teacher may also ask the student to complete skill activities that are either included in the course or sent by the teacher. Returned assignments should be kept for future review and study.

Summary

This introductory section of the Student Support Guide has been developed to assist you in your role as learning facilitator. Develop a routine and a good working relationship with your student. Remember, education is a partnership.



STUDENT QUESTIONNAIRE FOR HEALTH AND PERSONAL LIFE SKILLS 8

Learning Facilitator: Please help your student complete this form and return it with the first module assignment.

Name _____ File Number _____
Address _____ Telephone Number _____
_____ Age _____
_____ Date _____

1. Provide details of the last Health and Personal Life Skills course you successfully completed.

Course _____ Year Completed _____
School _____ Final Mark _____

2. What school are you attending now (if any)?

3. Are you working on this course

- ☐ at home?
☐ at school?
☐ both?

4. Are there other students in your school or district taking correspondence courses?

- ☐ Yes ☐ No

5. Are there any other students in your school taking this course by correspondence?

- ☐ Yes ☐ No

6. What other courses are you taking by correspondence?

7. Have you taken correspondence before?

☐ Yes ☐ No If yes, when?

8. Why are you taking correspondence now?

9. Mention any special factors (handicap, illness, family problem, etc.) which may influence your progress in your studies.

In order to get to know you better, we would like you to tell us a bit about yourself. Write a paragraph or two telling us about yourself and your plans for the future, or anything else that you think is interesting.

Please attach a recent photo of yourself if possible.

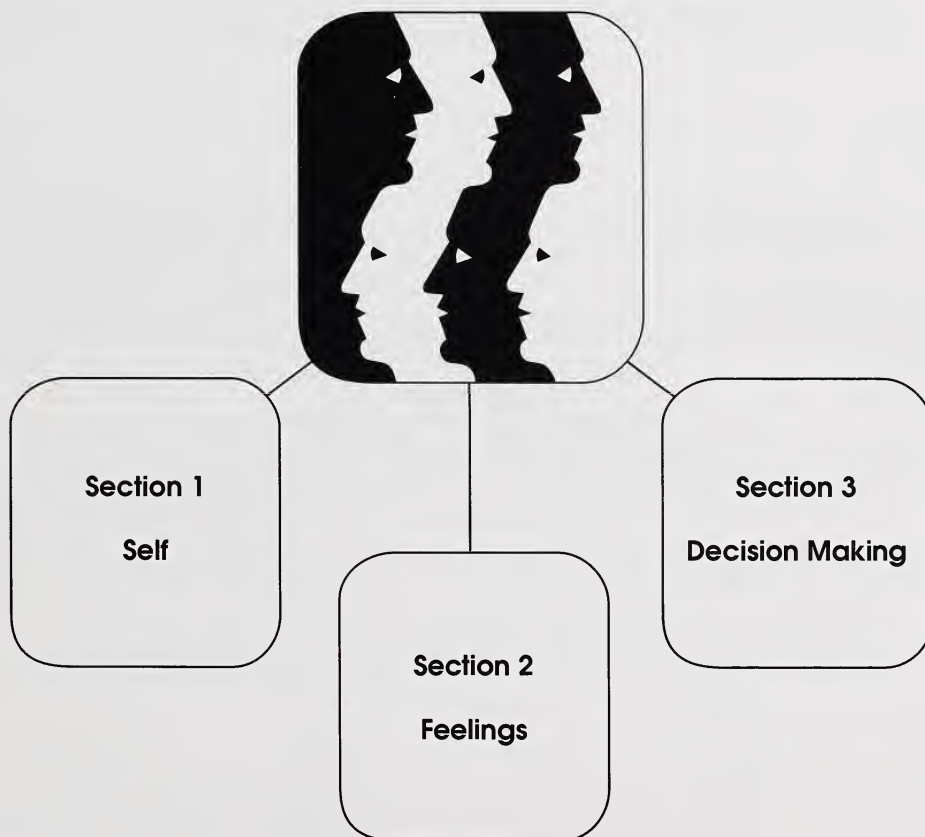
Module 1: Self-Awareness and Acceptance

Overview

This module focuses on the student gaining an awareness of self. It takes the student through the development of self-concept with emphasis on the importance of a positive self-image. In Section 2, the student is introduced to the management of emotions and appropriate expressions of emotions. Values and decision making complete the module.

The emphasis on personal reflection and self-awareness implies a certain amount of tolerance for student growth. Positive feedback on assignments as well as positive personal interaction helps foster a positive image.

Module 1: Self-Awareness and Acceptance



Evaluation

The evaluation of this module will be based on three assignments:

Section 1 Assignment	35 marks
Section 2 Assignment	25 marks
Section 3 Assignment	<u>40 marks</u>
TOTAL	100 marks

Note: The following is a suggested video that is appropriate for use in this module:

- *Your Choice . . . Our Chance: I Think I Am (Self-Concept)*

Section 1: Self

Key Concepts

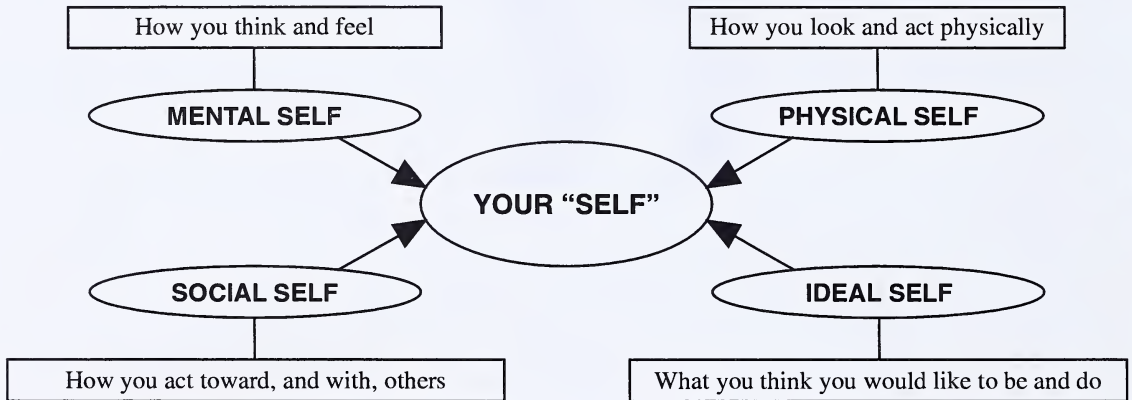
- self-concept
- effects of positive and negative treatment
- relationship between self-concept and behaviour
- stereotyping
- sexual double standard

Section 1 introduces the student to the concept of self-awareness. Emphasis should be on strengths, interests, and abilities of individuals and the uniqueness of each person. Acceptance of one's self has a positive impact on all facets of daily living.

Suggested Answers

Section 1: Activity 1

1.



2. Answers will be personal. Following are some suggestions for words the student may have chosen to describe himself or herself:

- | | | | | |
|--------------|----------------|---------------|--------------|-----------------|
| • ambitious | • energetic | • interesting | • practical | • short |
| • active | • enthusiastic | • jealous | • poor | • sympathetic |
| • afraid | • fair | • jumpy | • positive | • sleepy |
| • bored | • friendly | • kind | • quiet | • thoughtful |
| • bright | • gentle | • loving | • reliable | • trusting |
| • brave | • graceful | • lively | • respectful | • talkative |
| • clever | • hurtful | • musical | • slow | • tall |
| • caring | • helpful | • mean | • silly | • thin |
| • calm | • healthy | • noisy | • serious | • talented |
| • confident | • honest | • organized | • sensitive | • understanding |
| • dependable | • happy | • perky | • sociable | • vivacious |
| • dreamy | • intelligent | • peppy | • stable | • warm |
| • determined | • imaginative | • pleasant | • strong | • wise |

If the student is having difficulty thinking of words, a magazine or a dictionary can be used for ideas.

Section 1: Activity 2

1. Some things you can do to make yourself feel more positive include the following:
 - You can look at your strengths and positive features and emphasize them.
 - Remind yourself that others, such as your family, friends, and classmates, care about you.
 - Think about ways to contribute to your family, friends, teammates, and classmates.
 - Say to yourself, "No matter what anyone says or does to me, I am a worthwhile person!"
 - Think good thoughts about yourself and believe in yourself.
 - Do not put yourself down. You are human. Everyone makes mistakes sometimes. Try to learn from your mistakes. Try not to let them get you down.
2. Following are some suggestions that can be used for making another person feel more positive:
 - Say only good things about the person.
 - Listen carefully when the person is speaking.
 - Find something to compliment the person on; for example, clothes he or she is wearing.
 - Ask the person about some of his or her interests.
 - Sympathize with the person if he or she has had a setback.

Additional suggestions may include inviting the person to your home for supper or asking the person to do something with you on the weekend.

3. Following are suggestions for what other people could do for you that would help you feel more positive:
 - Listen to you when you are speaking.
 - Compliment you on what you're wearing.
 - Ask you about one of your interests.

Additional suggestions might include inviting you to their house for supper or asking you to do something on the weekend with them.

The similarity of the answers to questions 2 and 3 is meant to emphasize the idea that the way you like to be treated is also the way others like to be treated. The answers to both questions do not have to be identical. However, if the student is having difficulty, use one or more of the provided answers to help get the idea across.

Section 1: Activity 3

1. a. Although Jeroen would be disappointed, he might thank the store owner for considering his application and try another job ad. He could also ask the store owner to give him some idea as to why he did not get the job.
- b. Jeroen might be rude to the store owner and possibly be in a bad mood toward others around him. When speaking to the store owner, Jeroen would probably not look him in the eye. He might speak very softly. Jeroen could, on the other hand, be brave and brag that it did not matter whether he got the job or not, he could easily find another.
- c. People with poor self-concept often think that they are not valuable and no matter what they do, it does not matter very much. They may have trouble making decisions, responding to stressful situations, and resisting alcohol and drug abuse.

2. a. Although she would be disappointed, Raisa might talk to her friend or family and continue with the extra help. She might decide to try again to raise her mark on the next quiz or assignment.
- b. Raisa might tell her friend that it was her friend's fault she did not pass and continue to blame her friend for her failure until the friend got so upset that she would not speak to Raisa anymore.

The point in questions 1.a. and 2.a. is that the behaviour of people who have a positive self-concept does not upset other people. Jeroen and Raisa approached each situation positively and tried to find another solution. In the response for the negative self-concept, the rude behaviour toward others is often a key to a person's negative view of himself or herself.

3. If a student's total is over 38, his or her self-concept could be improved. If the total is over 45, perhaps the student should talk to someone about getting help.

Section 1: Activity 4

1. Discuss the answers with the student to see if the reasons given for the job assignments are impossible for the opposite sex to carry out. Most jobs today are open to both male and female applicants if the person has the ability and training to do the job. There are really no right or wrong answers for this question; the question is meant to get the student thinking about the stereotyping of males and females into traditional roles.

Section 1: Follow-up Activities

Extra Help

1. This is a personal question and any characteristics the student mentions are acceptable. To help the student get started, you might want to give a few hints from the word list included in Activity 1 of this section. The idea here is to have the student become aware of his or her personal qualities and characteristics.

Section 2: Feelings

Key Concepts

- mood changes
- managing feelings
- emotional expression in others

This section will help the student identify feelings in self and others. There is emphasis on appropriate expression of feelings and the identification of the effects of feelings on others.

Suggested Answers

Section 2: Activity 1

2. There is no right or wrong answer here. The student's examples could be any of the following or any other that may be expressed.

The student might have felt

- | | | | | | |
|--------------|---------------|------------|------------|-----------------|---------------|
| • happiness | • frustration | • surprise | • jealousy | • hurt | • insecurity |
| • excitement | • loneliness | • disgust | • shame | • rejection | • silliness |
| • sadness | • anxiety | • fear | • hatred | • nervousness | • superiority |
| • anger | • boredom | • panic | • shyness | • contentedness | |

3. Some of the student's answers might include

- talking to someone
- doing a sport
- cleaning the car
- taking a shower
- going for a walk
- lifting weights
- cleaning out a drawer
- writing a letter
- reading a book
- riding a bike
- playing the piano
- punching a pillow
- listening to music

The point here is to encourage the student to take a positive action when in a negative mood. Physical activity helps use up the energy in a positive way and often helps the person see a solution to the situation that caused the bad mood.

Section 2: Activity 2

2. Answers will vary. Some possible answers may include

- yelling
- throwing things
- turning attention to something else for a while, for example, working on a hobby, watching television, playing a game, visiting a friend
- talking to someone; it helps to clear the air

Section 2: Activity 3

1. Ways people express their emotions include the following:

- posture: standing tall or slouching; shuffling along or walking energetically; looking a person directly in the eyes or casting the eyes away from them
- manner of speaking: talking rapidly usually expresses excitement; not talking at all may indicate anger, anxiety, depression; yelling may mean the person is angry or upset, or else excited
- involvement in an activity: may indicate happiness, sadness, or anxiety, but the person wants to do something to help himself or herself feel better
- withdrawal: expresses anger or depression
- violence or vandalism toward another person, toward himself or herself, or toward property
- crying: may be an expression of either happiness or sadness

These are a few examples to get the student to think about emotions and behaviour. The key here is to show that you can often recognize others' feelings by their behaviour, and likewise others can recognize your feelings by your behaviour. However, because someone is exhibiting these behaviours does not necessarily mean that that person is feeling these particular emotions; they could be experiencing something entirely different.

It should be stressed here that anyone exhibiting behaviour that is unusual or prolonged, or that is harmful to the person or to others should be referred to a helping professional (for example, doctor, nurse, counsellor, religious leader, community crisis centre).

Emphasize that while feelings are normal and natural, the way they are expressed must be acceptable and appropriate for the circumstance.

Behaviours that express feelings that are harmful to the person or to others are not encouraged or accepted by society. That is why it is so important to be able to identify emotions and learn how to express them in a positive manner.

Section 2: Follow-up Activities

Enrichment

1. If possible, watch the television programs with the student and see if your ideas agree. Discuss the similarities and differences in your answers.
2. Listen to the two songs and see if you and the student agree on the feeling(s) the singers are trying to convey. Discuss with the student how the songs made him or her feel. Did the songs make everyone feel the same? Remembering a favourite song of yours and telling the student about your feelings will also help get the idea across.

Section 3: Decision Making

Key Concepts

- values
- passive, aggressive, assertive behaviours
- decision making: recognizing alternatives
- behaviours affect others

The final section of this module continues the theme of self-awareness and acceptance by having the student start to look at values, their origins, and their influence on all facets of life. Particularly, the student is introduced to the idea that values influence decision making. Another concept to be stressed in the decision-making activity is that the student is responsible for decisions and that he or she is not bound by one alternative in the decision-making process. There are alternatives; often there is more than one acceptable decision for a situation. Another influence on decision making is the predominant behaviour style a person displays. The behaviour styles discussed are passive, aggressive, and assertive. While all three styles may be displayed by one person, there is usually one that is more common than the others. The last activity deals with the effects of behaviour on others. This ties in with decision making when the student is reminded to think of the consequences of a decision. Who does the decision involve? Are there any positive or negative effects because of the decision?

Suggested Answers

Section 3: Activity 1

1. You might have to give an example from each category to get the student started. For example, for teachers, you might have "should be fair" for an answer. The idea is to get the student to see what values show up in respect to these particular areas of his or her life. There are no right or wrong answers. You might want to add your comments for each category to see how they compare with the student's. Are there differences? Could differences be because of age? The following are possible responses.
 - a. teachers: should be respectful, should be sensitive to the student's feelings
 - b. school: should be fun, should be serious, should look clean, should have good spirit
 - c. parents: should be fair, should let you do what you like, should place curfews on you, should talk to you, should make you do chores, should be strict, should like your friends, should show they love you, should provide everything for you, should make you pay rent
 - d. cars: should be new, should be clean, should be fast, should be safe, should be second-hand, should be of good quality, should be North American, should be imported

2. Try to determine from the student's answers whether or not there is a pattern to the after-school activities. For instance, if everything is done with other people, it could be said that the student values people, friends, and family. If all activities are done alone, the student probably values being alone. Discuss any trends you can see and ask the student if he or she agrees with the interpretation of the value placed on the activity. Some answers could include

- chores: outside or inside the house
- reading
- watching television
- listening to music
- talking on the phone
- going to a friend's house
- visiting with family
- eating
- sleeping
- working
- hobbies
- making supper

3. The idea here is to get the student thinking about how parents help develop children's values. When given the opportunity to pretend to be a parent, it is interesting to see the expectations of the student. Compare your thoughts about parenting as you remember when you were the age of your student and discuss the differences that might have occurred in what you thought then and what you believe now. The student should see that some values do change over time due to a number of factors: changes in lifestyle, family situation, and maturation.

- a. Some answers might include

- let my child eat snacks after school
- let my child stay out late
- make my child do chores
- insist on meeting my child's friends
- be kind and caring to my child
- let my child wear whatever he or she wants
- give my child an allowance
- let my child talk on the phone without restrictions
- let my child smoke

- b. Use the same answers from the previous list and put the word never in front of the phrase, for example, never let my child eat snacks after school, never let my child stay out late.

Ask the student if he or she thinks these answers will change as he or she becomes older.

Section 3: Activity 3

1. Decisions may vary. What follows is a possible response.

Step 1: Identify and understand the problem.

Should I buy the stereo?

Step 2: Gather information and list all your choices.

My alternatives are

- save my money: consequence – no stereo, but I will have the horse eventually
- borrow the money from my dad or mother: consequence – I will have to pay off the debt
- Buy the stereo, forget about the horse

Step 3: Consider all the alternatives.

- What do I value more? Having the horse or having the stereo now? Or pleasing my parents?
- What will I get more use from?
- Can I afford to pay off a debt and save money for the horse?
- Will the stereo, last since it is second-hand?
- How long will it be before a stereo is on sale again?
- Will my parents lend me the money?
- Would my parents be upset if I decide to buy the stereo?

Step 4: Make a decision.

I decide to keep saving my money for the horse. My parents cannot afford to lend me the money and I really need the horse to help out with the cattle round-up this fall. This decision is in line with my family values of not having a debt.

Step 5: Decide on a plan of action.

I will tell my parents my decision and I will tell the stereo store owner not to hold the stereo anymore.

Step 6: Be responsible for your decision.

I am responsible for my decision. I really want a horse and I can do without the stereo for now.

Step 7: Carry out your plan of action.

I will continue to save my money. I will phone the stereo store owner.

Step 8: Evaluate your decision and plan.

My decision did not hurt other people. It was in line with my values.

Step 9: Ask yourself if you have to change your decision.

No, there will be no pressure from anyone to change.

If another decision is made, be sure the steps are followed and that the student is aware of the consequences for himself or herself and for other people in his or her life.

Emphasize that all decisions are based on choice. Whatever the decision, the person who made the decision is responsible for its outcome.

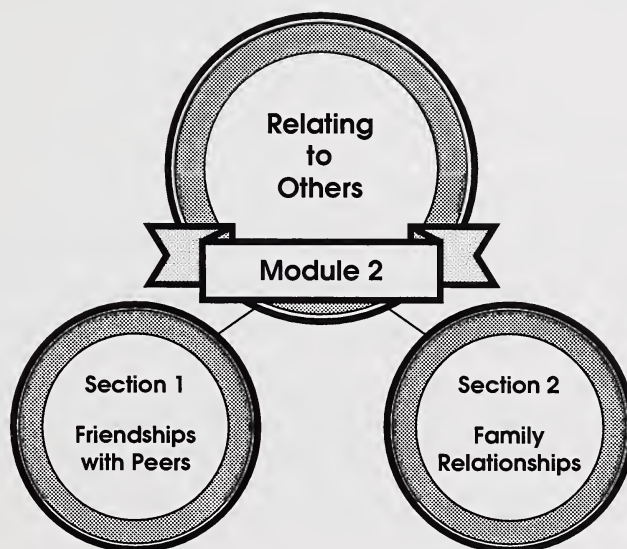
2. a. Have the student check back to Step 3. Consider all the alternatives and try to determine what values can be placed on each alternative. Then, by looking at the decision, the values should be obvious.
- b. Have the student look back at Step 2. Gather information and list all your choices. The alternatives are the choices in any decision-making process.
- c. The consequences of any decision should be thought about prior to the decision being made. Consequences should also be found in Step 3.

Module 2: Relating to Others

Overview

In this module, the student will learn about relationships with friends, peers, and families. He or she will explore friendships, peer groups, peer influence, parents, structure and function of families, relationships among family members, and life stages.

After completing Module 2, the student will have an understanding of basic group processes and the importance of belonging to a group. He or she will also gain an understanding that the family has universal functions in meeting the needs of society and individual members.



Evaluation

The evaluation of this module will be based on two assignments:

Section 1 Assignment	50 marks
Section 2 Assignment	<u>50 marks</u>
TOTAL	100 marks

Note: The following is a list of suggested videos that are appropriate for use in this module:

- *Your Choice. . . Our Chance: Fitting In*
- *Your Choice. . . Our Chance: Thanks, But No Thanks*
- *Your Choice. . . Our Chance: Good Practice Today!*

Section 1: Friendships with Peers

Key Concepts

- friendships
- peer groups
- peer influence
- parents

In Section 1, the student will recognize the importance of friends and building and maintaining friendships. The student will learn to recognize the importance of trust, loyalty, sensitivity, and cooperation in friendships. The student will become aware that new relationships can cause stress on existing ones. He or she will also gain some insight into the influence friendships can have and why parental concerns about friends are normal.

Suggested Answers

Section 1: Activity 1

1. Answers may vary. Following are some possible answers:

- Friends try to understand your thoughts and feelings.
- They have warm feelings about each other, like each other, and like to do things together.
- Friends give you companionship and confidence in yourself.
- Friends help you see your strengths and weaknesses. They compliment you on how well you did something or on how nice you look. They will also encourage you to try a bit harder to achieve your goals.
- They help you to discover who you are by allowing you to show and tell them about yourself.
- They offer you feedback when you do something right or wrong, or when you need to work out certain ideas and thoughts.
- We all need to be accepted, loved, and cared for and friendships provide these.

From this activity, the student should understand that friends are important. It would be valuable to discuss with the student his or her similarities with his or her friends.

3. a. Answers will vary and a number of different situations can be described.
- b. Some reasons may include the development of different interests, likes, or enthusiasms. Or, perhaps he or she moved to a different area.
- c. Following are some possible ways of handling the situation:
- Discuss the reasons for drifting apart.
 - Decide to find someone else with similar interests, likes, or enthusiasms.
 - Continue to be friendly and considerate toward the old friend.

The student may have other suggestions.

- d. The answers can vary for this question. The student can handle the situation differently, or be content with the way he or she handled it.

5. Check to see that the situation described definitely relates to poor communication. Has the student indicated that any one or more of the communication hints (say what you mean and be honest, paraphrase to avoid misinterpretation, listen to what others have to say, and respect one another) would have been helpful?

Section 1: Activity 2

3. There are no right or wrong answers to this question. However, make sure that the example given is a positive example. An example may be, "Friends encouraged me to do better in school or in a certain sports activity."
4. Negative influences may include some of the following:
 - You may be made to feel you must do something even if you normally would not.
 - The competition in the group may be too much for you to handle.
 - You may not agree with some decisions that are made in the group, for example, decisions regarding who is in or who is out of the group.
5. There are no right or wrong answers to this question. However, make sure that the examples given are negative examples. The student may not feel comfortable discussing these experiences.
7. In this question, there are no correct answers. Each tactic has some value or merit. The solution will depend on the person answering the question.
8. This question asks about personal experiences. Again, there are no right or wrong answers. Even though there are no right or wrong answers, you may want to discuss how you feel concerning these answers. It is a good opportunity for sharing thoughts.

Section 1: Activity 3

First Blue Box (page 45)

Some concerns of parents might include any of the following:

- friends influencing their children in negative ways
- children coming home late
- children being influenced to take drugs or alcohol

The teenagers might respond to these concerns by:

- having their parents meet and get to know their friends
- telling their parents what they are doing
- being themselves

Second Blue Box (page 45)

Parents may offer support by

- listening to their children's problems
- explaining their views of the problems
- bringing in outside help if necessary

Section 2: Family Relationships

Key Concepts

- structure and function of families
- relationships among family members
- lifestyles

In Section 2, the student will gain an understanding of the various family structures. The functions fulfilled by family members will be identified. The student will learn to appreciate the fact that family members influence each other's lives. In Section 2, the student will also learn about the roles of the family and the rights and responsibilities of family members. After completing this section, he or she will be able to identify positive ways of handling family conflict, ways to enhance family relationships, and to recognize individual and family life cycles.

Suggested Answers

Section 2: Activity 2

- At age three, the student probably had no responsibilities.
 - At age seven, the student may have had some responsibility such as cleaning his or her room.
 - At age ten, the student's responsibilities likely increased and may have included cleaning his or her room, doing dishes, caring for a pet, or sorting out laundry.
 - Now he or she probably does such things as clean his or her room, wash dishes, make supper, and babysit.
- The responsibilities should have increased. Be sure the student has discussed how and why his or her responsibilities have increased (older, more capable).
- The student's answers should indicate that there will be more responsibilities as he or she gets older. You may discuss with him or her some of his or her increased responsibilities.
- The answers can vary, however, try to stress that change is inevitable. It is okay for the student to be upset or sad.
 - The answers can vary. Some possible answers include
 - feeling a great deal of stress
 - being sad and unhappy
 - being upset and short-tempered

Stress that it is acceptable for the student to have the feelings he or she had.
 - The answers can vary. Possibilities may be crying a lot, feeling sad and lonely, or being confused and angry. Again, stress that it is not wrong to feel these.
- The student's answers can vary. Some possible answers may include divorce, death, remarriage, abuse, problems with alcohol or other drugs, and family fighting. These problems may require outside help. There are also typical family problems such as lack of communication, breaking family rules, arguments about household chores, money, or expectations (getting an education or a job), differing attitudes, working too much, not eating well, or coming home late.

Section 2: Follow-up Activities

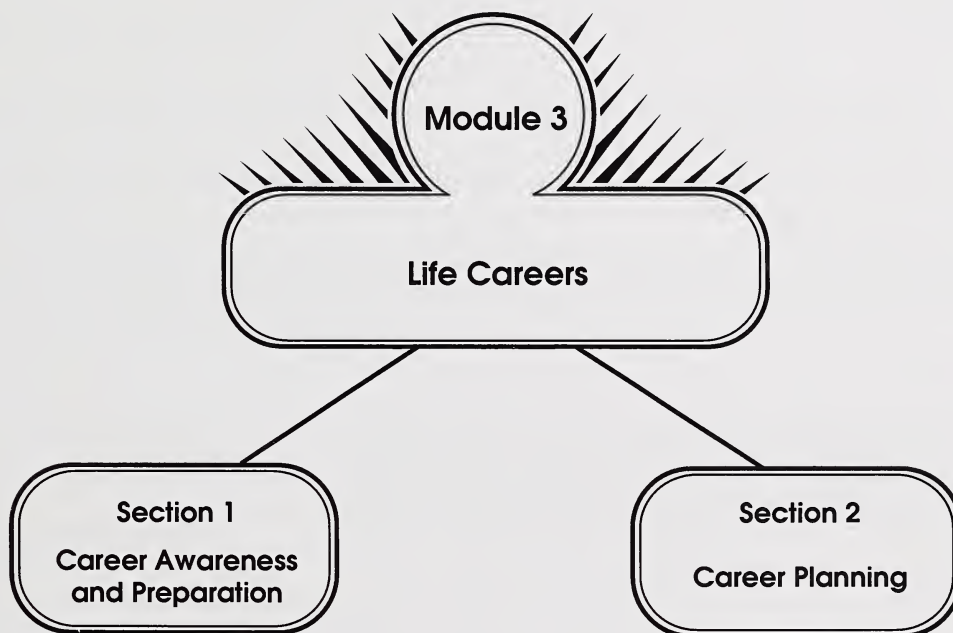
Enrichment

- The student should try to go as far back as his or her grandparents or as far back as possible.

Module 3: Life Careers

Overview

In this module, the student will learn about career planning: time management, the influence of an occupation on lifestyle, occupational interdependence, obtaining a job, and keeping a job. The module also focuses on school subjects and occupations, and individual profiles of strengths and uniqueness.



Evaluation

The evaluation of this module will be based on two assignments:

Section 1 Assignment	65 marks
Section 2 Assignment	<u>35 marks</u>
TOTAL	100 marks

Note: The following is a suggested video that is appropriate for use in Section 2 of this module.

- *One Onion at a Time*

Section 1: Career Awareness and Preparation

Key Concepts

- time management
- influence of occupation on lifestyle
- occupational interdependence
- obtaining a job
- keeping a job

Suggested Answers

Section 1: Activity 1

1. The student may indicate any of the following activities on his or her chart – school, chores, recreation, free time, time alone, homework, friends, meals, sports, family responsibilities and commitments.

The chart should help the student organize all his or her activities. Ask him or her if any of his or her days are too crowded. Could he or she organize his or her week more efficiently?

7. The student should realize that there is something wrong with Julie's plans. It would be very difficult to accomplish all this in one week. Julie was not realistic about the amount she can do in a week. Her schedule seems very disorganized and hard to follow. Her time lines are very tight. For example, on Friday, she works at the clothing store at 4:00 p.m. and makes supper at 5:30 p.m.

Section 1: Activity 2

1. Answers will vary according to the jobs the student has selected. Is he or she realistic?
2. Answers will vary according to the jobs the student has selected. Is he or she realistic?
3. Answers will vary according to the jobs the student has selected. Is he or she realistic?
4. Answers will vary according to the jobs the student has selected. Is he or she realistic?
5. Answers will vary according to the jobs the student has selected. Is he or she realistic?

Section 1: Activity 4

1. The student should indicate the job he or she is interested in and explain the importance of appearance and communication. The explanation should be relevant to the job. Has he or she discussed the importance of bathing, using deodorant, wearing appropriate clothing, hairstyles, make-up, jewellery, or dressing according to the type of job? The student should also discuss nonverbal skills (eye contact and appropriate body language), basic listening, writing, and message-sending skills.
2. The covering letter and résumé should have the following features:
 - They should be typed. There should be no typing errors. Also the typing should not appear crowded.
 - Both should be clear and concise.
 - There should be no spelling errors, poor paragraph structure, or bad grammar.
 - The covering letter should be one page in length and the résumé no longer than two pages.
 - The covering letter should be addressed to the person who does the hiring.
 - Both must relate to the job the students are applying for.
 - White, unlined, letter-sized paper should be used.

The covering letter format should be similar to the one in the Student Module booklet. It should indicate how the student heard about the job, the skills the student has for the job, and a request for an interview.

The résumé should contain the following:

- personal information
- education history
- hobbies and interests
- special skills
- work experience
- references

Section 1: Follow-up Activities

Extra Help

2. Check to see that the student has discussed the following points in his or her paragraph:
 - residence location (rural or urban, inner city or suburb, and the quality and type of housing)
 - social status (friends, financial resources, and leisure activities)
 - job status (personal recognition and feeling of worth)
3. The following are some possible answers
 - a. firefighter – insurance agent, ambulance driver, paramedic
 - b. doctor – physiotherapist, nurse, lab technician
 - c. landscaper – tree mover, greenhouse worker, sod farm worker
 - d. seamstress – salesperson working in fabric store, designer, textile worker
 - e. police officer – prison guard, private investigator, counsellor
 - f. mechanic – welder, parts person, car salesperson

Section 2: Career Planning

Key Concepts

- school subjects and occupation
- choosing a career

Section 2 focuses on the importance of choosing a career. The student discovers his or her abilities, aptitudes, temperament, interests, and values, and relates his or her discoveries to career decisions.

Suggested Answers

Section 2: Activity 1

2. The student should discuss how each subject relates to the occupations he or she is interested in.

Section 2: Activity 2

4. The student may or may not have yet discovered any aptitudes he or she has. Some people recognize their natural talents very soon in life, like Mozart who was a musical genius at a very young age. On the other hand, there are some who find their natural talents much later in life.
7. Has the student considered many of the things he or she likes to do? Has the student indicated his or her hobbies or favourite school subjects? Has the student indicated how he or she would spend an afternoon she or she had to himself or herself? Remind the student that any thoughts, ideas, events, activities, hobbies, or leisure activities that appeal to him or her are considered to be his or her interests.
8. The student should have selected some of his or her interests from question 7 and indicated how these interests could possibly lead to a career.

9. The student should have indicated what some of his or her values are. He or she should have discussed how these values affect his or her career decisions. For example, the student may discuss how his or her values will affect his or her choices of jobs and occupations.

Section 2: Follow-up Activities

Enrichment

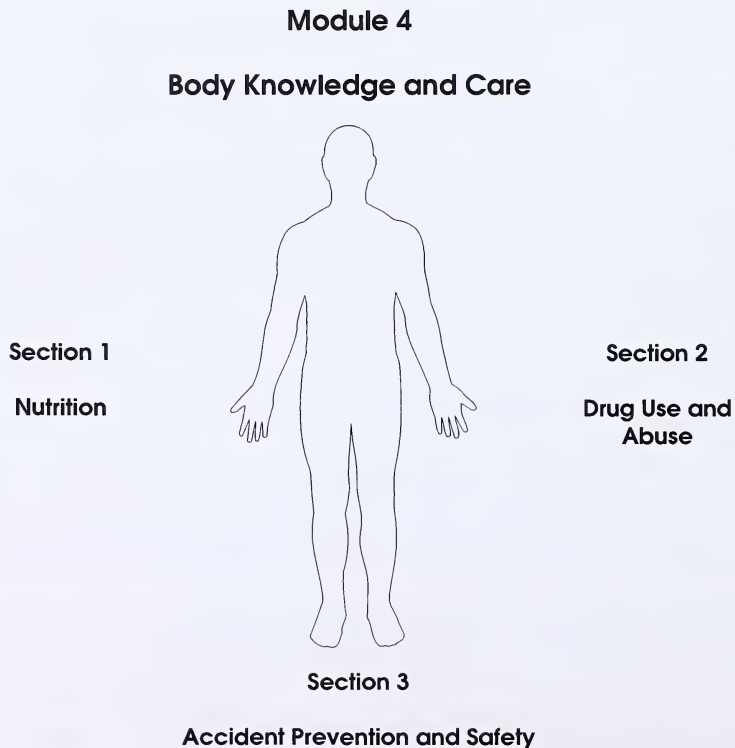
2. Have the student analysed himself or herself to make a substantial list of his or her abilities, aptitudes, temperament, interests, and values. Discuss the comparisons of the two lists with the student.

Module 4: Body Knowledge and Care

Overview

This module focuses on the student understanding the role of nutrition in achieving and maintaining optimum health, understanding the role that risk assessment and decision making play in the responsible use of drugs, and understanding the nature of accidents and the importance of preventing and controlling accidents to preserve life.

The module emphasizes the importance of nutrition, drug use and abuse, and safety and accident prevention for the achievement of optimum health.



Evaluation

The evaluation of this module will be based on three assignments:

Section 1 Assignment	40 marks
Section 2 Assignment	35 marks
Section 3 Assignment	<u>25 marks</u>
TOTAL	100 marks

Note: The following is a list of suggested videos that are appropriate for use in this module:

- *Diets For All Reasons*
- *Your Choice. . . Our Chance: Like You, Dad*
- *Payday – School Bus Safety*
- *Excuses! Excuses!*

Section 1: Nutrition

Key Concepts

- significance of nutrition
- facts about nutrients
- classification and functions of nutrients
- special nutritional needs during adolescence
- application of *Canada's Food Guide to Healthy Eating*

Section 1 explains the role of nutrition and sensible diet to good health. It identifies nutrients and their importance to the body. It emphasizes that different foods contain nutrients in varying amounts and quality. Individuals have similar nutritional needs, but in varying amounts. The student will become aware of his or her nutritional needs during adolescence. The student will recognize the importance of planning daily food intakes and the importance of making wise food choices from vending machines and fast-food counters.

Suggested Answers

Section 1: Activity 1

2. The student should discuss some of the following:

- Deficiency diseases like anemia can result from lack of a particular nutrient.
- Lack of a nutrient(s) can affect one's appearance (poor skin colouring, blemishes, brittle hair, dull eyes).
- Nutrition can affect your body shape and proportion, for example, being obese or excessively thin, and your energy level (high or low).
- Nutrition can have an impact on your body image.

3. The student can pick any one of the following choices:

- cultural: ethnic, holiday customs, religion
- social: family, peers
- economic: technology, transportation
- psychological: emotions, attitudes
- physiological: survival, hunger

Section 1: Activity 2

- The student's answer will depend on his or her diet. Many foods will contain a number of nutrients. Many nutrition books contain tables of nutritive values for common foods.
- The student's answer will depend on what he or she ate that particular day. The student should choose foods from each of the four food groups. If the student chose combination foods, the foods can fall into more than one food group.

From the student's textbook readings on page 86 in Activity 1 and from the information received in the student module booklet, he or she learned that adolescence is a period of rapid growth. For this reason, the student should be recording the higher number of servings. For example, the students should be recording 12 servings for grain products, 10 servings for vegetables and fruit, four servings for milk products, and three servings for meat and alternatives.

Section 1: Activity 3

- The student can discuss any of the following:
 - There is no evidence to prove that natural foods are better for you than regular foods.
 - Some foods need to be processed to be safe, for example, milk must be pasteurized. Honey is still sugar. Bread made without preservatives has a short shelf life.

Section 1: Activity 4

- Blue box activity:** The student's food menu should include the following:
 - a variety of foods
 - foods from the four food groups
 - foods within the suggested number of servings for all four food groups
 - foods with little or no fat, sugar, and salt

Section 1: Follow-up Activities**Enrichment**

- The student's research should cover the discovery of the nutrient, its function, its important food sources, and the consequences of too much or too little of the nutrient in the diet.
- The body needs water to carry nutrients to the body cells and to carry waste products away. Water is an important part of all body fluids (for example, blood, saliva, and digestive juices). It helps to keep the body cool. Water can be included in the diet by drinking water, soups, beverages, (coffee, tea, cocoa, pop, fruit juices), and by eating vegetables and fruits.

Section 2: Drug Use and Abuse**Key Concepts**

- definition of drug use and drug abuse
- reasons for drug use
- assessing risks related to drug use/abuse
- drug interactions
- factors influencing drug use/abuse
- problems associated with drug use/abuse
- decision making
- alternatives to drug use
- available services and agencies
- laws and regulations

This section helps the student understand the difference between drug use and abuse, and why people use/abuse drugs. The student will be able to assess the risks related to drug use/abuse and recognize the dangers created by drug interactions. The student will apply decision-making skills to drug use/abuse. This section identifies appropriate referrals for various drug use/abuse information.

Suggested Answers

Section 2: Activity 1

4. The student may list any of the following reasons for taking drugs:

- medical
- part of a ceremony or tradition
- group pressures (fashionable thing to do)
- social pressures (famous singers, musicians, athletes)
- curiosity
- emotional pressures (to relieve emotional problems, anger, stress, anxiety, boredom, depression)
- lack of knowledge about drugs
- dependence (physical or psychological)

5. These ads tell you about the joys and advantages of drug use. The student should not believe the ads, otherwise he or she would believe that these drugs would make him or her feel more alive, more independent, and more comfortable. Some drug ads insinuate that through their use you can make and keep your friends. Naturally, drugs do not do these things.

6. **Blue box question 1:** Kelly's friends could have prevented this tragic accident by not encouraging him to drink. When his friends noticed he had been vomiting blood, they should have immediately called for medical help.

Blue box question 2: They can remind each other about the amounts they drank. If they find a friend to be dependent on alcohol, urge the friend to get help.

Blue box question 3: Friends can help and protect each other by

- knowing the facts about drugs
- finding fun in drug-free activities
- getting help if needed

Section 2: Activity 2

1. Physical Consequences

Some drugs can be very damaging to one's physical health. For example, smoking marijuana or cigarettes can cause lung cancer. Alcohol abuse often results in liver damage. Drinking and driving can cause serious accidents. Snorting cocaine can cause damage to the inside of the nose. Use of a drug over a long period of time may lead to physical addiction. There is a risk of AIDS from sharing needles.

Mental Consequences

Some drugs distort the senses and impair judgement. They can cause anxiety, confusion, and mental disorders, which may lead to suicide.

In the long run, drugs can cause personality disturbances, learning problems, memory loss, and psychological dependence. Overdose of a drug can cause serious mental damage.

Social Consequences

Some social problems that can result from drug abuse are family breakdown, strained relationships, violence, home, school, and work problems, increased crime, and highway accidents.

Legal Consequences

Many drugs are illegal. A conviction may result in a combination of probation, a fine, a jail term, and a criminal record.

3. The student may have mentioned any of the following reasons for drug abuse:

- Drugs make me feel less lonely.
- Drugs relieve my boredom.
- Drugs help me to relax.
- You can be part of the group if you take drugs.
- Drugs give me more energy for extracurricular activities.
- They were there, so why not?
- Drugs are cool.
- Drugs help you forget your problems.
- Adults drink, so why can't we?
- A little bit of drugs here and there never hurt anyone.

Section 2: Activity 3

1. **Blue box activity:** The student should follow the nine-step decision-making model on page 110 of the textbook. Be sure the student has backed up his or her decisions with the information learned in this module.

Section 2: Activity 4

1. **Blue box question 1:** The student's answers will depend on the area he or she is in. Some possible community resources may include AADAC, Adult Children of Alcoholics (ACOA), Al-Anon, Alateen, Alatot, AA (Alcoholics Anonymous), church groups, community leagues, community service clubs like Boys' and Girls' Clubs, Big Brothers, Big Sisters, doctors, libraries (books, magazines, films, videos), NA (Narcotics Anonymous), parent advisory committees, parent groups, private counselling services, and social service agencies.

Blue box question 2: Most communities will have a distress telephone number.

Blue box question 3: The closest emergency medical care may be directly in the community or nearby.

Blue box question 4: The student can get drug information from the local RCMP, doctor, library, church group, community league, or AADAC.

2. AADAC's mission is to encourage and assist Albertans in achieving personal, family, and community health, free from alcohol and drug abuse. They provide the following treatment services:
 - outpatient counselling: provides counselling services on an outpatient basis in rural offices and urban clinics
 - detoxification centres: provide individuals with a safe environment in which to withdraw from alcohol and other drugs. There are two centres – AADAC Recovery Centre in Edmonton and the Renfrew Recovery Centre in Calgary.
 - inpatient-residential treatment: provides long-term programs to those who need additional support afforded by a residential-based service
 - specialized programs: provide help for addicted adolescents in the form of an intensive three-month program
 - funded agencies: provide funding to community agencies which deal with alcohol and drug concerns
 - referral to other agencies: works closely with other groups that are involved with addictions treatment. It often refers patients to AA, NA.
 - prevention services: develops prevention programs and services that are designed to increase awareness of addiction and to help individuals maintain a lifestyle free of alcohol and drug abuse. These services include consultation and education, educational materials, adolescent alcohol and drug abuse prevention programs.

- other services: operates a library in Edmonton that houses one of the largest collections of books, periodicals, and other resources pertaining to addictions in Canada. The Training and Professional Development unit of AADAC offers a variety of courses each year on addiction issues.

Section 2: Follow-up Activities

Extra Help

3. The student may or may not have had to make a decision relating to drugs. Typical decisions involve smoking or drinking alcohol. The student's answer about the degree of difficulty and the reason will vary.

Enrichment

1. The student should have included information on where to obtain information about different kinds of drugs and where one can get help for drug-related problems.
2.
 - a. Some reasons for smoking may include social factors or peer pressure. Smoking is often viewed as a symbol of maturity or independence.
 - b. Nicotine in tobacco increases the heart rate and blood pressure, overworks the heart, and overloads and excites the nerve cells because of its stimulant effect.

Carbon dioxide interferes with oxygen delivery. It weakens the lining of your blood vessels.

The tar in tobacco irritates the respiratory system.

Prolonged smoking can have some of the following long-term effects:

- heart disease
- emphysema (a disease in which the air sacs of the lungs lose their elasticity and the lungs cannot release the air taken in)
- lung cancer
- chronic bronchitis
- peptic ulcers
- fetal effects if pregnant
- increased number of colds and upper respiratory infections

Section 3: Accident Prevention and Safety

Key Concepts

- accidents
- causes of accidents
- prevention and control of accidents
- vehicle operation
- hitchhiking

This section defines the term *accident* and identifies the possible causes of accidents. The student will gain an increased awareness of preventive measures. He or she will also become more aware of factors affecting safe vehicle operation and factors involved in hitchhiking.

Suggested Answers

Section 3: Activity 1

1. **Blue box question 1:** The rate of teenage traffic accident deaths has increased over the past 20 years.

Blue box question 2: Males probably take more risks and are more daring and less careful than females. Males may have more access to motor vehicles than females.

Blue box question 3: Some safety suggestions follow:

- Do not drink and drive.
- Wear seatbelts.
- Be a defensive driver.
- Operate only safe vehicles
- Concentrate on driving.
- Do not drive when tired.
- Do not show off.

5. **Blue box question:** People hitchhike because it is a cheap form of transportation. They may not have a vehicle. Some find it exciting because they get to meet many different people. Some alternatives to hitchhiking follow:

- asking friends, family, or parents for a ride
- taking the bus
- flying if you can afford it and if the distance to be travelled is far
- using the public transportation system if applicable

Section 3: Activity 2

3. The student's answer will depend on the area where he or she lives.
4. The student's answer will depend on how he or she feels about the minimum and maximum penalties under the Criminal Code.

Section 3: Activity 3

1. The student may or may not have hitchhiked. He or she may have hitchhiked for the following reasons:

- He or she needed a ride and didn't have anyone around to give them a ride.
- He or she didn't have money to pay for transportation.

The student may not have hitchhiked for the following reasons:

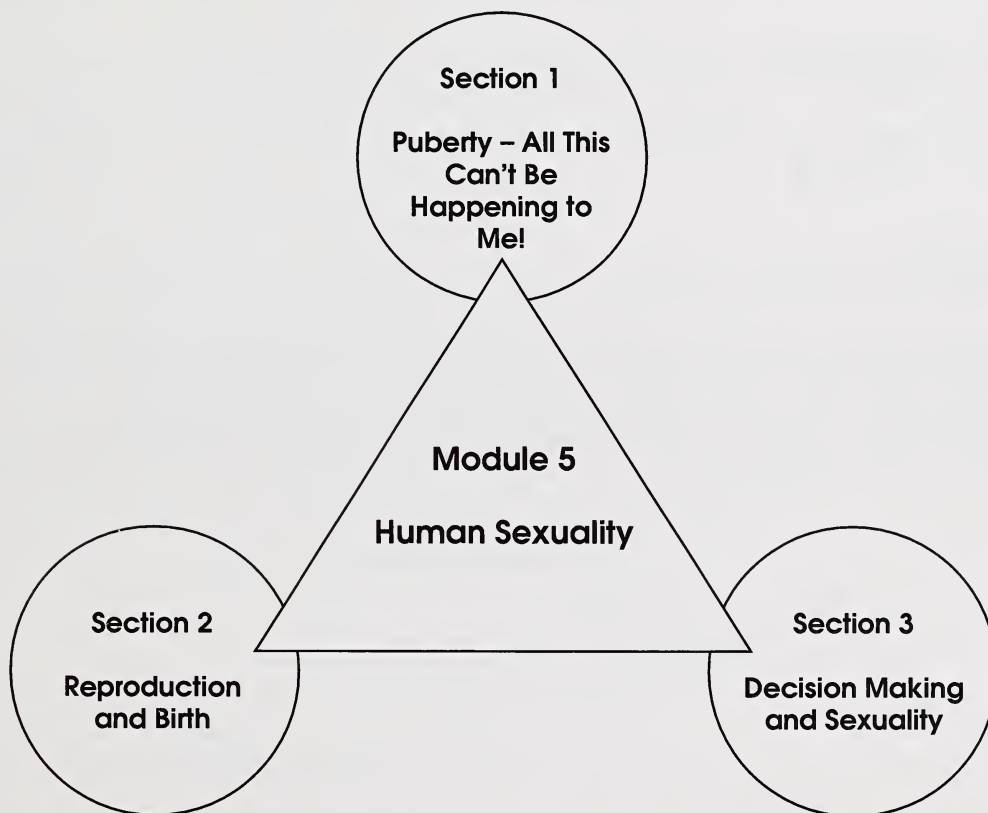
- He or she felt he or she was too young.
- He or she was afraid to hitchhike.
- He or she didn't have the need to hitchhike.

2. The student can have a variety of answers.

Module 5: Human Sexuality

Overview

This module focuses on the student gaining an increased understanding and acceptance of the stages and levels of the physical, emotional, and social changes that occur during puberty. The student also gains a good understanding of the process of reproduction from conception to birth. He or she becomes aware of the importance of respect and acceptance of self and others in relation to sexuality. The final section in this module emphasizes the importance of knowing the purpose and function of contraception and of understanding the concepts of readiness and sexual expression.



Evaluation

The evaluation of this module will be based on three assignments:

Section 1 Assignment	20 marks
Section 2 Assignment	20 marks
Section 3 Assignment	<u>60 marks</u>
TOTAL	100 marks

Note: The following are suggested videos that are appropriate for use in this module:

- *Abstinence: Deciding to Wait*
- *AIDS Alert*

Section 1: Puberty – All This Can't Be Happening to Me!

Key Concepts

- puberty
- functions of hormones
- physical and emotional changes
- social/personal changes

Section 1 enables the student to have an increased understanding and acceptance of the stages and levels of physical and emotional development that occur during puberty.

Suggested Answers

Section 1: Activity 1

10. The people that you see in most magazines are extremely attractive physically. It even looks like every hair is in the right place. They are perfectly dressed and proportioned just right. They are always smiling and look like they are really having a great time. They always seem to give the impression that they are perfect in every way, which is not typical of most women and men in real life.
11. While you can fantasize about the physically perfect person, you know that no such perfect people really exist, except in your imagination. Everybody, including you, has some qualities that are good and some that they would like to change. Everyone feels good in some situations and uncomfortable in others.

Section 1: Activity 2

1. The student's answers will depend on his or her experiences.
2. The student may discuss any of the following:
 - independence
 - responsibilities
 - mood variations
 - depression
 - establishment of sexual identity

Section 2: Reproduction and Birth

Key Concepts

- sexual intercourse and conception
- reproduction and birth

This section concentrates on the process of reproduction from conception to birth.

Section 3: Decision Making and Sexuality

Key Concepts

- respect and sexuality
- external influences on sexual attitudes
- exploitation
- forms of sexual expression
- avoidance of pregnancy
- sexually transmitted diseases
- decision making
- abstinence

This section will help the student understand the importance of respect and acceptance of self and others in relation to sexuality. The student will become familiar with the purpose and function of contraceptives. He or she will also learn about some of the common sexually transmitted diseases.

Suggested Answers

Section 3: Activity 1

- Blue box activity:** The student's answers will depend on the values his or her family has. You may question the student about what it would be like living with people who have different values, as opposed to living with people who have the same values.
 - Blue box question:** Sharon values both respect and loyalty. She will have to make a value choice.
- Self-respect is a very valuable tool to have in making decisions – especially those related to your sexuality. If you have self-respect, you feel you are a valuable person. You will be able to better handle any problems that relate to sexuality. You can do tasks you are responsible for and you will be able to recognize your skills for accomplishing tasks. If you have self-respect, you are less likely to be taken advantage of and you are less likely to take advantage of others.
- Assertiveness is the ability to stand up for oneself in a positive way, without harmful intentions.
- Blue box activity:** The student's reactions to the four statements will vary.

Section 3: Activity 2

- Textbook question 2:** The advantages of receiving sexuality education in school include the following:
 - You receive up-to-date resources.
 - It provides an opportunity to discuss sexual matters with peers.
 - School provides an environment for easy discussion.

Textbook question 3: Parents may feel uncomfortable about being involved in their children's sexuality education for the following reasons:

- They are concerned about how their children will use the information.
- They may not know if their information is adequate and accurate.
- They may need to learn about sexuality as well.

Textbook question 4: Because teenagers spend much time around their parents, they pick up positive and negative messages about sexual behaviour. They learn what is talked about and what is not. They learn what is acceptable and what is not.

Textbook question 5: Some community resources may include youth groups, religious groups, medical doctors, health unit nurses, teachers, priests, library books, and other media like videos. The student may have named others.

Textbook question 6: An “askable” parent has the following characteristics:

- is open
- does not make fun of questions asked
- does not threaten or accuse the questioner
- admits if he or she does not know the answer to a question
- respects the questioner’s privacy

Textbook question 7: The student’s answers will vary, but may include avoiding a parent who is willing to give information, being defensive of his or her behaviour, or not wanting to accept other things parents might be able to help with.

Textbook question 8: Friends are not the best source of information about sexuality because they often have inaccurate information.

2. **Textbook question 6:** The student’s answer will vary. The results should be interesting.

Section 3: Activity 3

1. a. Exploitation means being disrespectful to another person. It can involve putting that person down or taking advantage of him or her sexually.
- b. An exploited person can lose his or her sense of self-worth and self-respect and often does not understand how he or she is being used or how to stop the exploitation.
2. The student should not have any problems with identifying examples for these. The student should pick examples from current songs, television programs, movies, and magazines.
3. The student will likely answer “yes” to this question. They will most frequently be aimed at young females.

Section 3: Activity 5

1. a. Contraception is any means or device that prevents pregnancy.
- b. An effectiveness rate is a figure that indicates how well a particular contraceptive method prevents pregnancy.
2. **Textbook question 3:** A person can know how effective a contraceptive is by studying the effectiveness rate, which gives figures for the reliability for typical users and careless users. Information is also available from school nurses, doctors, family planning agencies, teachers, and parents.

Textbook question 4: Some religions approve of only certain methods of contraception, while others do not allow any contraception.

3. a. Abstinence is the decision not to have sexual intercourse.
- b. Douching is washing out the vagina.
- c. Sterilization is the process of making a person incapable of reproduction.
4. **Textbook question 5:** Sexually active people might not use contraception for any of the following reasons:
 - They do not believe they will become pregnant.
 - They do not know the facts about conception.
 - They are embarrassed to use contraceptives.
 - Some think it is too much of a bother and that it spoils romance.

Textbook question 6: A contraceptive used by males is the condom.

5.

Name of Contraceptive	Used by Men	Used by Women	Degree of Effectiveness	Possibility of Misuse	Side Effects
Birth Control Pills		✓	97 - 99%	must be taken consistently	blood clots, headaches, eye problems, weight gain
Condoms	✓		85 - 98%	must be used correctly	allergic reaction
Intra-Uterine Device (IUD)		✓			
Diaphragm		✓			
Contraceptive Sponge		✓			
Spermicides (Foams, Jellies, Creams)		✓			

6. Some consequences of an unwanted pregnancy include the following:

- It can affect the relationship of the couple.
- The partners will have less time for each other when the baby is born.
- Disagreements on child care can arise.
- Both partners will have to work more to cover expenses and will become more tired.
- Their education plans, life goals, and life expectations may change.
- Sometimes an unwanted pregnancy can result in single parenthood or adoption.

Section 3: Activity 6

1. **Blue box activity:** If the student writes an N beside any statements, he or she needs to learn more about STDs. If he or she agreed with some of the statements, he or she also needs to become more knowledgeable about STDs.
2. **Textbook question 7:** A person infected with an STD should inform all sexual partners so they can be tested and treated, and so they will not pass the STD on to other people.

Textbook question 8: The surest way to prevent pregnancy and STDs is by abstinence.

Module 6: Culminating Project

Overview

Module 6 is intended as an alternate for completion by the student who chooses not to complete Module 5: Human Sexuality.

The student is encouraged to expand his or her exploration on topics in other Health and Personal Life Skills 8 modules, particularly those relating to body knowledge and care, self-awareness and acceptance, and relationships.

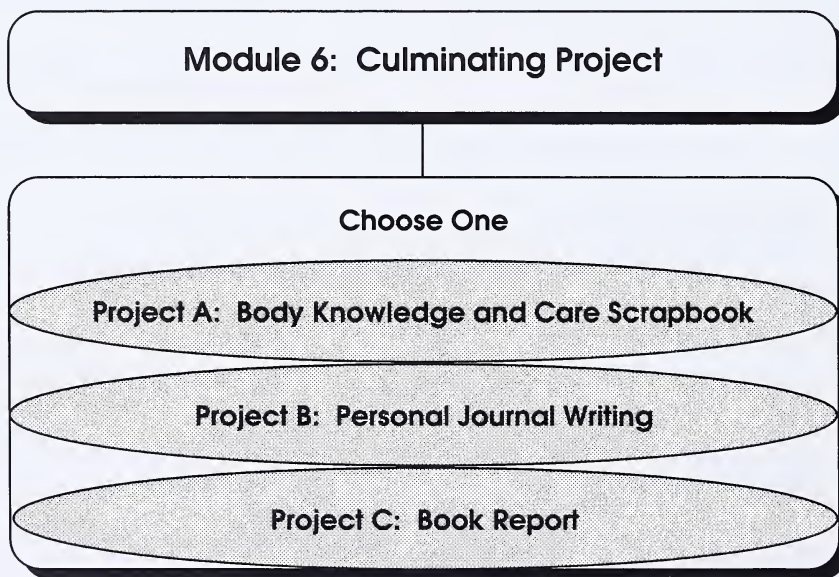
Project A offers the student the opportunity to learn more about nutrition, personal eating habits, and eating disorders.

Project B affords the student an opportunity to develop skills in personal journal writing.

Project C encourages the student to begin critical reading in health and personal life skills areas which hold special interest for him or her.

The projects of Module 6, if completed conscientiously, require much effort and emotional investment on the part of the student.

It is equally important, however, that the projects be viewed as enjoyable, and as “time out” activities – chances for the student to be creative and to give relaxed thought to his or her life and surroundings. It is in setting this tone for the project module that the influence of the learning facilitator may be most importantly felt.



Evaluation

The evaluation of this module will be based on the completion of one project.

The project chosen by the student will be graded out of 100 marks. The following mark breakdown is suggested.

Project A: Body Knowledge and Care Scrapbook

• clipping file	25 marks
• collage	10 marks
• analysis of breakfast foods	10 marks
• discussion of importance of adequate breakfast	10 marks
• eating disorder report	25 marks
• creativity shown in scrapbook design and organization	10 marks
• neatness and general appearance of scrapbook	<u>10 marks</u>
Total	100 marks

Project B: Personal Journal Writing

• The journal entries cover adequate time period of thirty days.	25 marks
• The journal entries show evidence of serious student effort to develop journal-writing skills.	40 marks
• The journal entries show that the student has reflected on past entries.	25 marks
• general impression	<u>10 marks</u>
Total	100 marks

Project C: Book Report

• The book report shows evidence of careful and complete reading of the book chosen.	25 marks
• The book report shows evidence that the student has attempted to apply ideas from the book to current circumstances.	35 marks
• The book report is well organized, with examples given when appropriate.	15 marks
• The book report shows evidence that the author of the book was researched (i.e., author's background, other books by same author).	10 marks
• good spelling and grammar; neat appearance	<u>15 marks</u>
Total	100 marks

Resources and Materials

In guiding the student to complete the work of this module, the learning facilitator's main role is to provide motivation.

Materials needed to complete Projects A and B are very basic – paper or scrapbook, scissors, writing materials, materials to cut and glue, newspapers, magazines, and reference books. The bulk of the material presented in the scrapbooks and journals must be the result of the student's own creative efforts.

In Project C, the student must choose books to read and review. Help in securing one of the suggested books or another book deemed acceptable by the learning facilitator (if the learning facilitator will be evaluating the project) may be much appreciated by the student.

Suggestions for Introducing the Module

Although Module 6 is intended as a culminating module in Health and Personal Life Skills 8, the student should be introduced to Module 6 and encouraged to choose his or her project early in the Health and Personal Life Skills 8 course of studies.

Project A involves some self-analysis. If the student realizes early that he or she will be choosing this project, this knowledge may increase motivation for activities in Module 4 of the course. Also, it may take time to gather materials which the student wants to incorporate into his or her body knowledge and care scrapbook, and so an early start on this planning may be advisable.

Project B will require a minimum of thirty days to complete. Therefore, the student who chooses this project may wish to begin its development while working on Modules 1 to 4 of the course.

Project C involves searching for and reading a book related to the Health and Personal Life Skills 8 course of studies. This book search and reading may require a lengthy time period and, therefore, should be started early.

Module 6 may, then, be introduced early as a culminating focus for the course. This will allow the student to make needed arrangements for project completion and should increase motivation for the work of Modules 1 to 4.

Project A: Body Knowledge and Care Scrapbook

The objectives of this project are as follows:

- to allow the student to research magazines and newspapers for information on foods and nutrition
- to provide a channel for the student to analyse some of his or her eating habits
- to provide the student the opportunity to explore some eating disorders
- to provide the student the opportunity for satisfying creative activity

Evaluation should take into consideration the degree to which the student takes advantage of the opportunities for creativity and analysis provided by the project.

Project B: Personal Journal Writing

The objectives of this project are as follows:

- to introduce journal writing as a skill useful to in providing social and emotional growth for the student
- to introduce the student to a variety of journal-writing suggestions and provide an opportunity to experiment with these ideas and practise journal-writing skills
- to allow the student the opportunity to self-disclose and receive empathetic feedback

Of the three projects in this module, Project B involves the highest level of willingness to self-disclose.

If your student is attempting this project, you may introduce exercises such as guided imagery and dream interpretation, which may increase the richness of journals, but which require a learning facilitator to introduce, guide, and monitor the learning experience. A number of exercises of this type are outlined in the following texts.

These texts have not undergone the standard review procedures of Alberta Education. Their titles are provided as a service only, to help local jurisdictions identify potential useful teacher reference resources. The responsibility for evaluating these resources before use rests with the local jurisdiction.

Progoff, Ira. *At a Journal Workshop*. New York: Dialogue House Library, 1975.

Rainer, Tristine. *The New Diary*. Los Angeles: J.P. Tarcher Inc., 1978.

Simons, George F. *Keeping Your Personal Journal*. New York: Paulist Press, 1978.

Examples of published journals may be introduced as a motivational technique. However, the learning facilitator could find that this limits rather than expands the student's experimentation and creativity, as the student may copy examples of journal writing style rather than creating his or her own style.

The learning facilitator must keep in mind that journal writing can be a very new skill for the student. An extremely high level of disclosure and analysis cannot be expected. The learning facilitator should encourage attempts to use the journal as an emotional sounding-board and to analyse personal feelings whenever this is attempted. The learning facilitator should also encourage detail in the descriptive word pictures of journal entries. The right to deny the learning facilitator access to a certain minimum number of entries by covering these entries when the project is submitted for evaluation must be respected.

Project C: Book Report

The general objectives of this project are as follows:

- to allow the student the opportunity to explore in more detail an aspect of health and personal life skills which he or she finds interesting
- to encourage appreciation of books as vehicles for continued learning and self-growth
- to afford the student practice in relating vicarious experience to his or her own life and circumstances

It is important that the student chooses books he or she has not previously read in order to complete this project. This will assure that his or her book report provides an extension of knowledge for the student.

The focus of the project is the experience of reading the chosen book. The book report guides the student in an analysis of insights from the book and the application of these insights to the student's own life. The book report also provides a basis for evaluation of the student's effort in undertaking such analysis.

COURSE SURVEY FOR HEALTH AND PERSONAL LIFE SKILLS 8

Learning Facilitator: Please work with your student to evaluate this course and return this survey when the last module assignment has been completed. This is a course designed in a new distance-learning format, so we are interested in your responses. Your constructive comments will be greatly appreciated, as future course revisions can then incorporate any necessary improvements.

Name _____	Course _____
Address _____ _____ _____	Age <input type="checkbox"/> under 19 <input type="checkbox"/> 19 to 40 <input type="checkbox"/> over 40 File No. _____ Date _____

Design

1. This course contains a series of module booklets. Do you like the idea of separate booklets?

2. Have you ever enrolled in a correspondence course that arrived as one large volume?
☐ Yes ☐ No If yes, which style do you prefer?

3. The module booklets contained a variety of self-assessed activities. Did you find it helpful to be able to check your work and have immediate feedback?
☐ Yes ☐ No If yes, explain.

4. Were the questions and directions easy to understand?
☐ Yes ☐ No If no, explain.

5. Each section contains Follow-up Activities. Which type of follow-up activity did you choose?

- ☐ mainly Extra Help
- ☐ mainly Enrichment
- ☐ a variety
- ☐ none

Did you find these activities beneficial?

- ☐ Yes ☐ No If no, explain.

6. Did you understand what was expected in the section assignments?

- ☐ Yes ☐ No If no, explain.

7. The course materials were designed to be completed by students working independently at a distance. Were you always aware of what you had to do?

- ☐ Yes ☐ No If no, provide details.

8. The answers for the activities in the module booklets were placed in the Student Support Guide. How well did you work as a team?

Student's comments: _____

Learning Facilitator's comments: _____

9. Suggestions for audiocassette and videocassette activities may have been included in the course. Did you make use of these media options?

☐ Yes ☐ No Comment on the lines below.

Course Content

1. Was enough detailed information provided to help you learn the expected skills and objectives?

☐ Yes ☐ No Comment on the lines below.

2. Did you find the work load reasonable?

☐ Yes ☐ No If no, explain.

3. Did you have any difficulty with the reading level?

☐ Yes ☐ No Please comment.

4. How would you assess your general reading level?

☐ poor reader ☐ average reader ☐ good reader

5. Was the material presented clearly and with sufficient depth?

☐ Yes ☐ No If no, explain.

General

1. What did you like least about the course?

2. What did you like most about the course?

Additional Comments

Only students enrolled with the Alberta Distance Learning Centre need to complete the remaining questions.

1. Did you contact the Alberta Distance Learning Centre for help or information while doing your course?

☐ Yes ☐ No If yes, approximately how many times? _____

Did you find the staff helpful?

☐ Yes ☐ No If no, explain.

2. Were you able to fax any of your assignment response pages?

☐ Yes ☐ No If yes, comment on the value of being able to do this.

3. If you were mailing your assignment response pages, how long was it taking for their return?

4. Was the feedback you received from your correspondence teacher helpful?

☐ Yes ☐ No Please comment.

Thanks for taking the time to complete this survey. Your feedback is important to us. Please return this survey with your last module assignment.

Instructional Design and Development
Alberta Distance Learning Centre
Box 4000
Barrhead, Alberta
T0G 2P0

